

**METHODS OF ENCOURAGING STUDENTS' PHYSICAL CULTURE AND FORMING
THEIR PHYSICAL ACTIVITY**

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Abstract: The inclusion of methods aimed at developing students' cognitive activity in the process of physical education helps to improve the quality of the educational process, optimizes physical condition and motivational-value attitude towards health.

Keywords: physical education, cognitive activity, student, educational process.

INTRODUCTION

The purpose of the work involves the development and testing of pedagogical conditions that ensure the effectiveness of the process of forming cognitive activity. The basis for forming students' cognitive activity in physical education classes is to involve them in drawing up a curriculum for practical classes in accordance with their interests and needs. This allows them to become familiar with the principles and methods of physical education, learn how to draw up morning exercises and physical exercises for independent classes, become familiar with testing methods and use them in a given program.

MATERIALS AND METHODS

During the pedagogical experiment, three groups were formed: a control group (CG) and two experimental groups (EG1, EG2). The CG followed the generally accepted physical education program for students determined by the State Standard. Classes in the EG were conducted according to the author's program aimed at developing cognitive activity [1].

The EGs were formed based on the results of the ascertaining experiment, according to the principle of developing leading (most developed) motor skills. EG1 included female students with predominantly developed qualities of flexibility and endurance [2]. Classes in this group were conducted in the aerobics specialization. EG2 included female students with predominantly developed physical qualities of speed and agility. Classes in this group were conducted in the basketball specialization.

To study the process of developing cognitive activity of female students, we compiled a corresponding research program with the following tasks:

- determining the essential and substantive characteristics of cognitive activity of female students;
- identifying psychological and pedagogical conditions for the formation of cognitive activity of female students in the process of physical education;
- developing practical recommendations for the use of means and methods for the formation of cognitive activity.

RESULTS AND DISCUSSION

The following methods of forming the cognitive activity of female students have been identified and grouped: heuristic, suggestive, integrative, methods creating optimal prospects and pedagogical methods of self-realization of the individual in situations of success.

We have developed a program (battery) of 28 tests [3, 4], which allows us to identify the changes that occurred in female students during the experiment in the morpho-functional, psychophysical state and cognitive activity (table 1).

Table 1

Indicators of the psychophysical state of female students after the experiment

TESTS	M±m			t		
	K	E ₁	E ₂	K - E ₁	K - E ₂	E ₁ - E ₂

Body length	166,4±0,75	167,6±0,8	167,1 1,9	1,08	0,34	0,22
Body weight	56,6±0,83	58,3±0,98	57,8 1,87	1,32	0,59	0,24
Rest pulse	83,1±1,23	77,6±1,22	77,3±0,9	3,17	3,81	0,2
Flexibility	59,4±0,86	59,8±0,94	62,7±0,9	0,31	2,65	2,23
Strength endurance	33,7±1,13	38,5±1,27	35,2±1,6	2,82	0,61	1,62
General endurance	1833,3±48,4	1850±39,7	2053,4±42,3	0,25	3,42	3,51
Speed	9,1±0,05	8,7±0,1	8,9±0,3	3,58	0,66	0,63
Running 3x10 m	9,4±0,09	9,1±0,1	9,3±0,1	2,23	0,74	1,41
Central delay	0,4±0,01	0,3±0,08	0,2±0,1	1,24	1,99	0,78
Accuracy of spatial parameters	4,3±0,08	3,9±0,09	4±0,1	3,32	2,34	0,74
Accuracy of muscle efforts	3,8±0,1	3,3±0,07	3,6±0,2	4,1	0,89	1,42
Frequency of hand movements	33,4±0,3	32,6±0,92	33,5±0,5	0,83	0,17	0,86
Switching attention	13,9±0,3	14,3±0,4	12,9±0,3	0,8	2,36	2,8
Operational thinking	7,6±0,1	7,3±0,91	7,9±0,09	2,02	2,23	4,22
Reaction to a moving object	0,3±0,05	0,35±0,01	0,4±0,0,1	0,99	1,96	3,54
Integral dexterity	4,6±0,09	4,3±0,1	4,8±0,18	2,23	0,99	2,43
Latent period of reaction	22±1,35	21,6±0,82	21,9±0,3	0,25	0,1	0,34
Speed of single movement	0,2±0,006	0,22±0,05	0,21±0,04	2,56	1,39	1,56
Behavioral activity	438±14,2	489±11,4	499,5±11,5	2,8	3,37	0,65

The activating methods of developing cognitive activity in the process of physical education and the forms of collective activity were used in order to increase the share of activity and independence of the students themselves. The goal of collective work is put forward by the teacher only at the preparatory stage, where he tells the students about the meaning and role of physical education and sports activities in the process of their implementation, about the rules of participation in the activity, the requirements for its participants. In the future, the goals and methods of achieving them are developed by the teacher together with the students and, as their cognitive activity is formed, the role of the teacher changes in a qualitatively new way, from the function of a leader, organizer to the function of a consultant who carries out pedagogical control of the moral content of the decisions made by the students [4]. Traditionally, control in the process of physical education is carried out only by the teacher. Students find themselves in the position of performers and, based on the psychology of performers, are responsible only for themselves, for their own actions. A fundamentally different situation arises when normative approaches to control change, as well as when students participate in managing the physical education process. In our opinion, the assessment system should be based not on normative indicators, but on the dynamics of changes in physical condition indicators during the learning process. As a result, contradictions between the teacher and students caused by the existing organization of physical education and normative requirements are eliminated. More mutual understanding and trust based on common interests and goals are demonstrated. Students become co-authors of the physical education process, the program of their own and collective physical education and sports activities, for the implementation of which they feel responsible.

CONCLUSION

The conducted research showed that the use of the methodology of educating cognitive activity in physical education classes contributes to improving the quality of the educational process. This is confirmed by the obtained results of testing all experimental groups and the optimization of the motivational and value attitude to physical education of female students in the experimental groups.

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